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Poverty Ends with a Girl

Melissa Moore
Clemson University

Whitney Garland
Clemson University

Savannah Mozingo
Clemson University

Jenna Weed
Clemson University

Grace Farley
Clemson University

See next page for additional authors

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Authors

Melissa Moore, Whitney Garland, Savannah Mozingo, Jenna Weed, Grace Farley, Misa Welke, and Amanda Ivester

Poverty Ends with a GIRL

Poverty Ends with a Girl is a Creative Inquiry that focuses on the unique challenges that adolescent girls face around the world and the important effect that education and empowerment for girls has on alleviating global poverty.

Faculty Advisor: Dr. Elizabeth Adams

Current Members: Melissa Moore, Whitney Garland, Savannah Mazingo, Jenna Weed, Grace Farley, Misa Welke, and Amanda Ivester

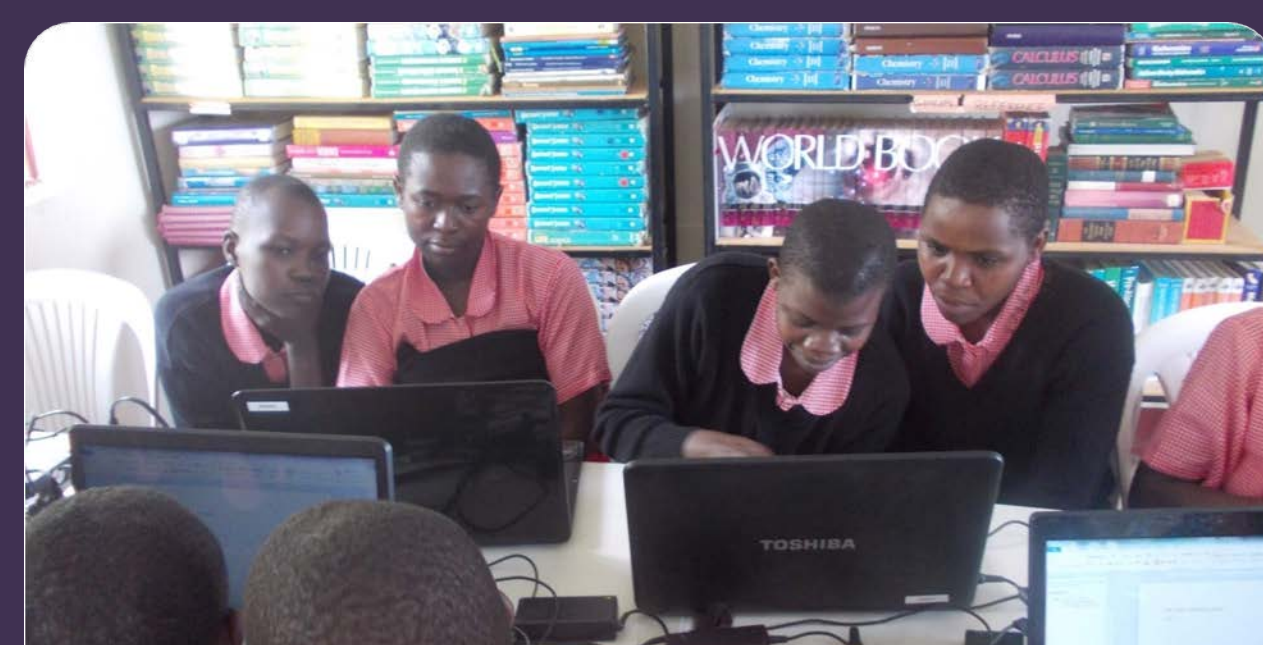
Research Goals:

- ❖ To research and better understand the challenges that women and girls face in the developing world
- ❖ To promote awareness of these issues at Clemson and in South Carolina
- ❖ To empower people in taking a culturally-sensitive role in promoting gender equality worldwide

This semester we are working on projects surrounding advocacy and education. We split into two teams to develop curriculums. One curriculum will be used by our group as a guide for educating internationally-focused Clemson organizations about the importance of promoting gender equality in their overseas work, and the other curriculum will design a culturally-sensitive, globally adaptable gender studies curriculum for adolescent girls.

Friends of the Jane Adeny Memorial School

This semester our Creative Inquiry has started an student organization dedicated to fundraising and support of the Jane Adeny Memorial School, an all-girls high school in rural Kenya. Friends of JAMS meets once a month. This year over 400 dollars has been raised for the school.



JAMS students using laptops provided by the Clemson Friends of JAMS

Promoting Gender Equality through Global Development

A curriculum to facilitate inclusive planning and gender sensitivity in international aid work

“Development cannot be delivered in a vacuum. Water, energy, agriculture and health all affect men and women differently. These differences are not barriers but opportunities to maximize the impact of our work by delivering development in a more targeted, effective and sustainable way.” – USAID

Curriculum Topics:

- ❖ Discussing Development Failures
- ❖ Why Gender Equality Matters for Development
- ❖ Planning For Gender Barriers
- ❖ Gender Sensitivity Scorecard
- ❖ Creating a Girl-Centered Plan of Action

Example: Planning for Gender Barriers

Your aid group has been working for many years in a village to get more children enrolled in school. After five years of work, you realize that, while your project has increased the number of children in school, most children attending schools are boys. You decide to launch a new initiative to specifically increase the number of girls enrolled in school.

What are your first steps in launching this initiative?

What are some questions you should get answered before beginning work?

How can you involve the community in this process?

After talking with a variety of villagers, including women and girls, you discover that there are multiple barriers preventing girls from attending school. These barriers include:

- 1) Spending hours each day gathering water
- 2) Responsibilities for domestic chores, such as caring for younger children
- 3) Limited desire on the part of fathers, who control household finances and decisions, to send daughters to school

What are your next steps? How do you revise your initiative given this information? Do you change your goals or timeframe?

Beta Version of Curriculum available at:
<http://DevelopingEquality.weebly.com>

Making Gender Equality Awareness an Integrated Part of School Curriculum

Goal: To create an adaptable lesson plan for international schools and children of all ages that promotes gender-inclusive ways of thinking

While the group has focused its first wave of lesson plans for a South Carolinian high school audience, the goal is to have an adaptable lesson plan for international schools and kids of all ages — primary and secondary. These after-school or lunchtime lessons are intended to last around 1 hour with each lesson covering one topic. Each lesson will be comprised of a guided dialogue and either a group game, self-discovery through individual research, or opportunity for creative/artistic expression.

These lessons incorporate self-discovery with the use of technology or library access when available. When addressing preconceived stereotypes and prejudices, we particularly encourage students to question the logic behind these ideas by asking a lot of “why?” questions. As much as possible, we want to guide students to come to conclusions on their own. Each session will cover no more than one topic and some topics may take more than one session

TOPICS

- ❖ Recognizing and dispelling gendered expectations in education and career-aspirations
- ❖ Recognizing and dispelling gendered expectations in characteristics/ personality traits
- ❖ Empowering the rights of individuals to personal space, privacy, and consent
- ❖ Establishing what a healthy relationship looks like and determining warning signs of unhealthy relationships
- ❖ Discovering the history of gender equality movement/laws and policies.

After going through all topics, students will choose one movement that they particularly identify with and will use artistic expression to relate it to their life (short play, monologue, poem, painting, etc.)

